

Effective Use of Interactive Whiteboard Rubric

Category	Not Evident	Emerging	Proficient	Exemplary
1. Teacher uses IWB to pose thought provoking questions to students to facilitate learning. *(NETS-T 1)	Teacher does not use IWB to pose questions to students.	Teacher uses IWB to pose minimal number of 'lower order thinking questions	Teacher uses IWB to pose minimal number of *higher order <i>and</i> lower order thinking questions.	Teacher uses IWB to pose *higher order thinking questions that build upon student experiences to enhance academic achievement.
2. Teacher uses IWB to annotate, manipulate objects, or to use tools. *(NETS-T 3)	Teacher does not know how to use the IWB to annotate, manipulate objects, or to use tools.	Teacher is familiar with IWB but includes minimal use with lesson.	Teacher use of IWB is smooth having few problems with annotating, but manipulating objects, and tool usage.	Teacher use of IWB is fluent, rarely experiencing any problems with annotating, manipulating objects, and tool usage. Maximizes use during lesson.
3. Students use IWB to annotate, manipulate objects, or use tools as resources for learning processes and reinforcing skills and progress. *(NETS-S 6)	Students are not observed using the IWB.	Students are rarely allowed to use the IWB. Minimal annotation is allowed at this time.	Students are encouraged to use the IWB to annotate. Manipulating objects and tool usage is at a minimum.	Students' use of IWB is daily with permission to annotate, manipulate objects, and to use all tools.
4. IWB lessons include interactivity with board and websites that create authentic and real world learning experiences. *(NETS-T 2)	No evidence of interactivity in lessons.	Lesson includes interactivity with board and/or websites but students are not allowed to manipulate. (teacher-centered)	Lesson includes interactivity with board and/or websites with minimal student involvement/ manipulation. (teacher-centered with student participation)	Lesson includes interactivity with board and/or websites with students' full involvement / manipulation. Teacher is facilitator. (student-centered)
5. IWB lesson is differentiated to support learning styles (visual, auditory, tactile/kinesthetic) and readiness levels. * (NETS-T 4)	No particular learning style is supported in lesson.	Only one learning style is supported. <input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic	Two learning styles are supported. <input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic	All learning styles are supported in lesson.
6. Teacher uses student response system to check for evidence of learning. * (NETS-T 2)	<input type="checkbox"/> No response systems are available OR <input type="checkbox"/> No use is evident.	Response system is rarely used to check for learning.	Response system is used only for summative assessment. Results are recorded.	Response system is used daily for formative and/or summative assessments. Results are tracked and recorded daily.

IWB = Interactive Whiteboard

† ISTE National Educational Technology Standards for Teachers

¹ Bloom's Taxonomy revised

Lower order: *applying, understanding, remembering*

Higher order: *applying, evaluating, creating*

* ISTE National Educational Technology Standards for Students